



Living Green

QLWG
Individual Life Skills
Unit 28

Tutor Support

QLWG Skills for Life

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Assessment of Student Comprehension and Progress

The **Tutor Support Guide** provides a sequential list of questions for you to review with the distance education learner. These questions will help you to monitor and guide learner progress. This document will help you to record progress as you review different sections of the *QLWG's Skills for Life* units with the learner.

Name of Student: _____

Unit Title: _____

Pages Reviewed: _____

Date: _____

Progress Indicator <i>The learner...</i>	Competent	Needs to develop competence	Observations/Comments
1. adequately responds to questions on the unit of study.			
2. demonstrates a sufficient level of comfort with concepts presented in the unit.			
3. demonstrates an ability to work independently to complete tasks.			
4. provides evidence of task completion.			
5. can use personal learning style and strategies to complete tasks.			
6. can connect the theme to his or her own life.			

General Observations:

Tutor Support: Living Green

Overview:

The purpose of this unit is to encourage a way of life that is environmentally friendly. Learners are exposed to important background information on the present condition of the environment and where we are heading as a global community. Reflections on one's own environmental practices (or lack thereof) will ideally promote respect for fellow human beings, nature and the planet. The idea that one person can make a difference is emphasized in order to encourage learners to create a personalized action plan for our next Earth Day (April 22nd). A daily log of personal environmental practices (both good and bad) will enable learners to see how they can become more environmentally friendly.

The Unit at a Glance:

- Learn important background information on the condition of the environment (pollution, the greenhouse effect, water consumption, climate change, etc.).
- Rate environmental practices.
- Read an article on Earth Day.
- Discover ways to protect our environment (and our future!).
- Keep a log of environmental activity – reflect on energy consumption, reducing, reusing, recycling and water consumption.

Checking for Comprehension

You are provided with a list of questions for various sections of this unit of study. You can check for learner progress by asking questions on the section of the workbook that that your student has worked on (or is working on).

Whenever possible, you are provided with the correct answers to questions (in green). For the most part, however, answers will vary. When the learner responds to a question, verify that he or she both understands key concepts and is progressing at an appropriate rate. As a distance education tutor, you should also check for the learner's level of comfort and ability with the work. Always consider the following:

- Does he/she understand?
- Can he/she do the activities?
- How is he/she doing with reading?
- How is he/she doing with writing?

Discussion Questions to Monitor Progress, Comprehension and Task Completion

Pages 1-8 of the student workbook

Check for Comprehension:

1. What do we mean when we talk about the environment?
Every living thing on this planet is dependent on the environment.
2. What is wrong with the environment?
We waste and pollute, which is killing our planet.
3. Why should we take care of the environment?
When the environment suffers, we do too.
4. What does _____ mean? (insert environmental word)
Verify comprehension of several of the environmental words:

BIODEGRADABLE:

Something is biodegradable when it can be used as a food (by any living thing) or can easily transform into soil. A leaf, for example, will become part of the soil after a few weeks – it is biodegradable. Most organic waste is biodegradable.

HAZARDOUS WASTE (or toxic waste):

This is the waste that is left over from making things like plastic or paint. Burning this type of waste puts poisons into the air and soil, which is bad for all living things.

LANDFILL:

This is a place where waste material is dumped and covered with earth. Some landfills have household and industrial chemicals. Such chemicals pollute the earth and water. We are running out of space for landfills because we waste more and more.

GREENHOUSE GASES:

Greenhouse gases are the gases produced when we use coal, gas and oil. These gases go into the air and create a blanket that covers the Earth, making it warmer.

REDUCE: *This means to make or use less of something.*

REUSE: *This means to use something again.*

RECYCLE:

This is to use the material from a product to make a new product. A newspaper can be recycled, for example, to create a new form of paper.

CONSERVE: *This means to use products wisely or as little as possible.*

RESOURCES:

Resources are renewable or non-renewable. Renewable resources, such as crops, trees, plants and fish, can be replaced. Non-renewable resources, such as oil and minerals, cannot be replaced.

5. How is our Earth doing? Can you provide examples to support your answer?

Answers will vary. Check for general comprehension of the following:

- ✓ *Making a new can uses the energy equal to half a can of gasoline.*
- ✓ *About one third of what an average Canadian throws out is packaging.*
- ✓ *Over 1,000,000,000 (one billion) trees are used to make diapers every year.*
- ✓ *It takes a minute to destroy 50 acres of rainforest.*

6. Are Canadians wasteful?

Answers will vary. Check for general comprehension of the following:

- ✓ *Canadians use nearly twice the energy as the Japanese, and 50 times more than people in India.*
- ✓ *Cars and pick-up trucks are responsible for about 20% of the pollution that goes into the air.*
- ✓ *About 80% of our garbage goes to landfills.*
- ✓ *There is little oxygen underground where we bury our garbage. Bacteria need oxygen to eat garbage. This means that almost little happens to garbage in landfills. Scientists have even found ears of corn that are still in one piece after 20 years!*
- ✓ *On average, Canadians use 390 litres of water per day. This is almost twice as much as the average European.*
- ✓ *Over 250 of Canadian species are listed as being extinct or in danger of becoming extinct.*

7. What surprised you the most about the list “Our Earth: The Scary Truth” (pages 5 & 6)? Why?

Answers will vary. Check for general comprehension and ability to articulate an opinion.

8. Do you think you can make a difference? Why or why not?

Answers will vary. Check for general comprehension, awareness as an environmental citizen, and ability to articulate an opinion.

Pages 9-19 of the student workbook

Check for Comprehension:

1. What was your rating for environmental friendliness?

Answers will vary. Check for task completion.

2. Was this result accurate? Explain.

Answers will vary. Check for task completion.

3. Should you be doing more to help the environment? Explain.

Answers will vary. Check for general comprehension and environmental awareness

4. Is the Earth getting warmer? Explain.

The 20th century has been the warmest of the past thousand years. Many scientists believe that the coal, gas and oil we use to run our cars and heat our homes are responsible for making the Earth warmer. Gases are produced when we use coal, gas and oil. These gases stay in the air and act as a blanket that covers the Earth. As a result, the air gets trapped and the Earth gets warmer.

5. What is smog? Why is it bad?

Smog is a mixture of fog, smoke and pollution that makes the air hotter and dirtier. Smog kills more people in Canada than car accidents, breast cancer and prostate cancer. The air we breathe is very important for our overall health. Seniors, children and sick people have the greatest risks when it comes to smog because their bodies cannot handle the heat and pollution.

6. How can you reduce greenhouse gases?

- ✓ *Walking to the corner store instead of taking a car.*
- ✓ *Using the bus.*
- ✓ *Cutting back on the electricity you use in your home.*

7. Do Canadians use more water (on average) than Europeans?

Yes. On average, Canadians use 390 litres of water per day, which is twice as much as the average European.

8. What can you do to save water?

Responses will not cover every detail. Check for general comprehension:

- ✓ *Think about how much water you use and where you can cut back.*
- ✓ *Turn off the tap when brushing your teeth or washing your face.*
- ✓ *Have quick showers.*
- ✓ *Use low-flow showerheads.*

9. How can be more environmentally friendly when you drive?

Responses will not cover every detail. Check for general comprehension:

- ✓ *Turn your vehicle off when parked.*
- ✓ *Avoid using a remote car starter in the winter. People often start their cars before they're ready to leave, which adds to the amount they waste.*
- ✓ *Avoid fast starts and hard braking. Driving like this burns a lot more gas.*
- ✓ *Don't overfill when you get gas. Spilling gas is a major source of pollution.*
- ✓ *Drive your vehicle less. Walk, cycle, carpool or take public transit more often.*
- ✓ *Drive the speed limit. The faster you go, the more fuel you waste.*
- ✓ *Keep your car in good shape. A car that is in bad shape uses up to twice as much fuel as a well-maintained car.*
- ✓ *Check your tire pressure at least once a month. Soft tires require more fuel.*
- ✓ *Use block heaters when it's really cold. They lower pollution by cutting back on the time required to warm your engine.*

10. What are some other simple ways to help the environment?

Responses will not cover every detail. Check for general comprehension:

- ✓ *Turn off your lights.*
- ✓ *Turn off electric things (TVs, stereos and radios) when you are not using them.*
- ✓ *Use rechargeable batteries.*
- ✓ *Do things manually instead of electrically (like using a hand-held can opener instead of an electric one).*
- ✓ *Use vinegar and water as a replacement for glass cleaner which pollutes.*
- ✓ *Put on a sweater instead of turning up the heat.*
- ✓ *Use less hot water.*

- ✓ Shower every other day (instead of every day).
- ✓ Use a bike, bus, the metro or your feet to get around.
- ✓ Try to buy organic fruits and vegetables (organic food is grown without pesticides so it pollutes less).
- ✓ Don't buy products that may have been made at the expense of the rainforest.
- ✓ Plant trees.
- ✓ Avoid products that are used and then thrown away (like juice packs).
- ✓ Buy products with little or no packaging.
- ✓ Use cloth bags when you shop.
- ✓ Compost.
- ✓ Buy recycled products.
- ✓ Don't buy products that are tested on animals.
- ✓ Cut up six-pack rings before throwing them out.
- ✓ **REDUCE, REUSE & RECYCLE!**

11. What will you do to help the environment?

Answers will vary. Check for general comprehension and environmental awareness

12. Do you think it is important for people to know how to help the planet? Why or why not?

Answers will vary. Check for general comprehension, environmental awareness and ability to articulate an opinion.

Page 20 of the student workbook

The learner is asked to reflect on his/her learning and progress with this unit. Verify progress, comprehension and task completion.

1. Have you completed all activities?
2. What was easy and why?
3. What was difficult and why?

Pages 21-28 of the student workbook

1. How can you reduce?

Before you buy something, ask yourself:

- ✓ Do I really need this?
- ✓ Will I be able to use this for a long time? Is it durable?
- ✓ Will I have to throw this away?
- ✓ What will happen to this when I throw it away?
- ✓ Is this packaged with a lot of plastic, paper or cardboard?

2. How can you reuse?

Before you throw an item away, ask yourself if the item can be used in another way.

3. How should you recycle?
Recycle everything you can! This includes glass, paper, plastic and aluminum cans. Buy items that come in recycled packages.
4. Why should you recycle?
Making paper from paper, cans from cans and plastic from plastic is much more Earth-friendly: it saves resources and cuts down on the energy used to make products.
 - ✓ *Recycling paper means using MUCH less energy and water.*
 - ✓ *Recycling reduces greenhouse gases.*
 - ✓ *Recycling lowers our need for landfills.*
5. What items did you find in your life that can be recycled?
Answers will vary. Check for task completion.
6. What are some things that you should NOT do to help the environment?
Answers will vary. Check for general comprehension:
 - ✓ *Do not dump any chemical product (paint, household cleaners) oil or grease down a drain.*
 - ✓ *Do not throw away items such as clothes, furniture or appliances. Look for a place to donate them instead.*
 - ✓ *Do not use paper cups, plates and napkins. Use washable cups and plates and cloth napkins.*
 - ✓ *When you are in nature, do not feed wild animals. It makes them dependent upon human food and they may starve when humans are not around.*
7. What is Earth Day?
Earth Day is April 22nd every year. It is celebrated all around the world. Earth Day reminds us to that we must take care of our environment or it won't take care of us.
8. What did you learn from the article "How to Celebrate Earth Day"?
Answers will vary. Check for task completion and reading comprehension.
9. Why should Earth Day be like Christmas?
We should keep the spirit all year round.
10. Do you think Earth Day is important? Why or why not?
Answers will vary. Check for task completion and reading comprehension
11. How will you celebrate our next Earth Day? Why will you celebrate it this way?
Answers will vary. Check for task completion, environmental awareness and reading comprehension

Pages 29-39 of the student workbook

1. What are your ten ways to be a more environmental citizen (page 29)?
Answers will vary. Check for task completion and environmental awareness.
2. Describe what you recorded on day three of your environmental log.
Answers will vary. Check for task completion.

3. Did you do a lot to be an environmental citizen when you were keeping your log?
Answers will vary. Check for task completion.
4. Was it difficult to be an environmental citizen? Explain.
Answers will vary. Check for task completion and environmental awareness.
5. What are you most pleased with? Why?
Answers will vary. Check for task completion and environmental awareness.
6. What more can you do? Why?
Answers will vary. Check for task completion and environmental awareness.
7. What did you discover when you re-rated your environmental friendliness? Did your result change from your first rating? How so?
Answers will vary. Check for task completion and environmental awareness.

Pages 40-47 of the student workbook

1. How was writing a letter to a government official about the environment?
2. How did you find the right person to write to?
Answers will vary. Check for ability to find a person by either...
 - *looking in the phone book and calling*
 - *checking online*
 - *asking someone**Offer assistance in locating the right person if need be.*

Note: You may wish to remind the learner to send you a copy of their letter.

Pages 48-50 of the student workbook

For several days, the learner should make observations of how this theme affects his/her everyday life. He/she should be able to connect the unit's theme with his/her respective world.

1. What did you observe over the past few days?
Answers will vary. Check for task completion.
2. How does the environment affect your life?
Answers will vary. Check for task completion.
3. How does the environment affect the lives of those around you?
Answers will vary. Check for task completion.
4. Provide some concrete examples of what you observed.
Answers will vary. Check for task completion.

Page 51 of the student workbook

The learner is asked to think about what they have learned in this unit.

1. What did you know before you started this unit?
Answers will vary. Check for general comprehension.
2. What do you know now?
Answers will vary. Check for general comprehension.
3. What else would you like to know?
Answers will vary. Check for general comprehension.

Pages 52-54 of the student workbook

The learner is asked to complete a **Learning Checklist**. You may wish to go over this list together. See pages 11 and 12 of this guide for a copy of this list.

Checkpoint – The Environment

ANSWER KEY

Please note that many of the answers to these questions will vary according to individual learners. Check for understanding and an ability to articulate valid responses.

1. Explain why the environment is important.
Every living thing on this planet is dependent on the environment.
2. Explain why landfills are bad for the environment.
Landfills are where waste material is dumped and covered with earth. Some landfills have household and industrial chemicals. Such chemicals pollute the earth and water. We are running out of space for landfills because we waste more and more.
3. What are greenhouse gases?
Greenhouse gases are the gases produced when we use coal, gas, and oil. These gases go into the air and create a blanket that covers the Earth that makes it warmer.
4. In general, how do Canadians treat the environment? Explain.
Answers will vary. Check for general comprehension: in general, Canadians are quite wasteful.

5. Your Environmental Friendliness.

- a. Complete the charts (below) about your environmental friendliness ratings.

My First Rating: _____	My Second Rating: _____
Why it was rated like this:	Why it was rated like this:

- b. How did your ratings change? Explain.
Answers will vary. Check for task completion.
6. Why is smog bad?
Smog kills more people in Canada than car accidents, breast cancer, and prostate cancer. The air we breathe is very important for our overall health. Seniors, children, and sick people have the greatest risks when it comes to smog because their bodies cannot handle the heat and pollution.
 7. What things can you do to reduce the amount of water you use?
Responses will not cover every detail. Check for general comprehension:
 - ✓ Think about how much water you use and where you can cut back.
 - ✓ Turn off the tap when brushing your teeth or washing your face.
 - ✓ Have quick showers.
 - ✓ Use low-flow showerheads.
 8. Describe five simple ways you can help to save the planet.
Answers will vary. Check for general comprehension and environmental awareness.

9. Explain how the five things you described (in question number 8) can help to save the environment.
Answers will vary. Check for general comprehension, task completion and environmental awareness.
10. What does it mean to recycle?
This is to use the material from a product to make a new product. A newspaper can be recycled, for example, to create a new form of paper.
11. Describe how you would celebrate Earth Day.
Answers will vary. Check for general comprehension, task completion, and environmental awareness.
12. List three things that you would do to be a more environmental citizen.
Answers will vary. Check for general comprehension, task completion, and environmental awareness.
13. What are some things you observed about waste and pollution? Provide details.
Answers will vary. Check for general comprehension, task completion and environmental awareness.
14. Did you find it difficult to be an environmental citizen (when you kept your log)? What are some things you did to be an environmental citizen?
Answers will vary. Check for general comprehension, task completion, and environmental awareness.
15. How will you use what you have learned in the future?
Answers will vary. Check for general comprehension, task completion, and environmental awareness.
16. How was writing in your Learner's Journal? What did you write about?
Answers will vary. Check for general comprehension, task completion, and environmental awareness.

IMPORTANT!

The student must send you a good copy of their letter to an elected official with this Checkpoint. Check for the following:

The letter demonstrates that the learner...	Achieved	Almost achieved	Needs work
1. can write appropriately for the situation.			
2. can correctly use language to voice their opinion.			
3. can follow the correct letter format.			
4. is willing to be an environmental citizen.			
5. can find the right person to write to.			
6. can use different strategies to write well (generally correct spelling, grammar and sentence structure).			

Living Green: Learning Checklist

(Learner's checklist found on pages 52-54 of the student workbook.)

At the end of this unit, the learner is asked to complete a checklist to see what he/she has learned. The following list matches the one that the learner is asked to complete. Use the Checkpoint questionnaire and your observations to determine if the following behaviours have been achieved.

COMPETENCIES The learner can...	IN PROGRESS	ACHIEVED
1. learn new words about the environment.		
2. use different environment words like "landfill" and "greenhouse gases".		
3. describe ways we pollute the planet.		
4. rate his/her environmental friendliness.		
5. analyze his/her environmental friendliness rating.		
6. say why the Earth's getting warmer.		
7. say why smog is bad.		
8. say how to save water.		
9. say how to be more environmentally friendly when he/she drives.		
10. do little things to help the environment.		
11. say what reducing is.		
12. say what recycling is.		
13. say what reusing is.		
14. reduce.		
15. recycle.		
16. reuse.		
17. make a list of things to recycle.		
18. say what Earth Day is.		

COMPETENCIES The learner can...	IN PROGRESS	ACHIEVED
19. say how to celebrate Earth Day.		
20. prepare for reading by reflecting on what he/she already knows.		
21. find the meaning of new words.		
22. create a plan to be an environmental citizen.		
23. keep an environmental log for one week.		
24. reflect on his/her environmental log.		
25. re-rate his/her environmental friendliness.		
26. write a letter to a government official.		
27. prepare for writing.		
28. find the name and address of a government official.		
29. look at a sample letter to help his/her writing.		
30. correct a first draft of a letter.		
31. prepare a good copy of a letter.		
32. write a letter about the environment.		
33. send a letter to a government official.		
34. observe his/her world for a few days.		
35. write about what he/she observes.		
36. reflect on what he/she learned.		
37. use what he/she has learned in the future.		
38. be an environmental citizen.		

Independent Learning

Observation Grid

“Learning is a treasure that will follow its owner everywhere.” ~ Chinese Proverb

Learner’s name: _____

Unit of study: _____

Date started: _____

Date ended: _____

Legend:	A - Autonomously	B - With some support
	C - With a lot of support	D - Not at all

Assess the learner’s level of independence in the following areas:

The learner...	Level of autonomy
actively works on material.	
complies with instructions.	
demonstrates an understanding of key words.	
asks questions.	
uses different strategies.	
completes tasks.	

Comments:

Supplementary Activities

Activity 1: Researching Environmental Problems

Part 1: To develop an understanding of air pollution issues.

Use the Internet to research one of the following topics:

Topic 1

- ✓ What happens when we destroy our forests?

Topic 2

- ✓ What does it mean for the environment when a species becomes extinct?

Topic 3

- ✓ Find out the sources of the acid rain problems in Quebec.

Topic 4

- ✓ Choose your own environmental problem to explore, but be sure to get teacher approval before putting research time into it.

Part 2: (writing)

Write a paragraph that summarizes what you discovered.

Activity 2: Finding Useful Internet Websites

Task:

Find at least two Internet references on the environment and write a three to four line summary describing them.

Possible Research Categories:

- | | |
|-------------------|-------------------|
| ✓ Wildlife | ✓ Acid Rain |
| ✓ Plant Life | ✓ Particulates |
| ✓ Warming Gases | ✓ Kyoto |
| ✓ Ozone Depletion | ✓ The Rain Forest |

Useful Websites:

David Suzuki Foundation, <http://www.davidsuzuki.org/>

Environment Canada's Games & Entertainment,
<http://www.ec.gc.ca/default.asp?lang=En&n=21F302D8-1>

Environment Canada Volunteers,
http://ncrweb.ncr.ec.gc.ca/volunteers-benevoles/index_e.cfm

Exploring the Environment, <http://www.cotf.edu/ete/>

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